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Journal of EDUCATION

BOSTON, MASS.
Vol. CXI, No. 24

June 16, 1930

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorial

Horace Mann League

HORACE MANN was elected to the Hall of Fame, New York City, at the first selection, 1895. Recently a bust was unveiled with appropriate ceremonies and address by Dr. William John Cooper, Commissioner of Office of Education. The Horace Mann League, G. N. Child, president, provided fifteen hundred dollars for the bust in the Hall of Fame.

Dr. Carroll G. Pearse, secretary-general of the Horace Mann League, issued a circular to members of the League and others who might be interested, suggesting contributions. The prompt response exceeded the need by $350, which has been distributed pro rata among the contributors.

The Brooklyn Teachers Association contributed one hundred dollars. Three individuals, the New York Principals Association, and a Chicago publisher contributed fifty dollars each.

There were one hundred and thirty contributors. Twenty-four gave $25 each; thirty-seven gave $10; seventeen gave various odd sums above $5; and the rest gave in sums less than $5.

Fifty State Teachers Colleges and State Normal Schools contributed.

Milwaukee led the cities with 16; Washington followed with 6; New York City, 5.

Wisconsin led the states with 21; Pennsylvania followed with 18; Massachusetts, 12; California, 10; New York, 9; Colorado, 8.

From every angle the Horace Mann League has demonstrated genuine professional service.

Academies and Seminaries

THE recent development of interest in academies, seminaries, and boarding schools is as remarkable as anything in education.

One academy has received $3,000,000, another is to receive more than $3,000,000.

Recently the principal of one of the smaller academies of Massachusetts wrote to a man of large means who had made some gifts to colleges and academies, saying that he had no reason to think the man would be interested in his academy, but there was need of more financial aid. By return mail the principal received a check for $20,000.

The academies and seminaries are improving the teaching, personal attention to students, and equipment.

Men of large professional and financial interests appreciate the opportunity to promote education in these institutions. Victor J. Loring, a prominent Boston lawyer, who had served on the School Board of one of the most important suburbs of Boston, is now on the official board of six important academies and seminaries of Massachusetts, and devotes time and thought to the promotion of their interests with keen delight. Each of the prosperous institutions of New England has men of large interests ardently championing these schools.

Grace Abbott's Aspiration

GRACE ABBOTT, who succeeded Julia Lathrop, chief of the Children's Bureau of the Department of Labor, nine years ago, is being urged for appointment as Secretary of Labor. She has the confidence and admiration of the school people, and of all well-wishers of children. She would be efficient, and would have universal respect. A woman will some time sit in the President's Cabinet. Why not now?

Business Men's Advice

OF THE many interesting and important plans for inspiring high school students to prepare for success in life, the San Diego plan this season is the most unique.

Forty successful business men talked to the senior high school of their business.

Here are activities which were magnified by men prominent in their lines of business and professions: Advertising, architecture, auto shops, banking, beauty culture, chemistry, civil service, commercial art, dentistry, department stores, electricity, engineering, forestry, homemaking, horticulture, landscape gardening, interior decorating, insurance, journalism, law library, medicine, moving picture theatres, instrumental music, public school music, nursing, office work, osteopathy, pharmacy, physical training, playground leadership, printing, plumbing, radio, photography, real estate, religious education, ministry, social service, the stage, U. S. Navy, weather forecasting, aviation.

New Hampshire's Best

CLAREMONT, New Hampshire, the ninth city in population in the state, about equally distant from Concord, Keene, and Dartmouth College, has a new high school plant costing $335,000. It is the latest word in every respect, magnifying safety, convenience and adaptability, library, laboratory and lavatory service; vocational, commercial, and social advantages. The auditorium will accommodate twice as large an audience as any other place of meeting in the city. The acoustics are perfect and the radio equipment is one nowhere possible two years ago. No school, regardless of cost, is more up-to-date or better adapted to meet school and community needs than the new Claremont High School.

It places Claremont in the front rank in New England for modern education for a city of 10,000 population.

Superintendent Albert B. Kellogg, Principal Steven A. Doody, and Frank Irving Cooper, the architect, have had the heartiest support of everyone, for Claremont wanted the best and latest for senior and junior high school opportunities. Mr. Cooper is making New England famous for new school buildings.

Book Cover Merger

THE Holden absorption of the Peabody Cover plant with the accession of the sales leader of that organization as the associate of Miles C. Holden of the only Patent Book Cover Company, has high significance in the preservation of school books for use.

The first Patent Book Cover was invented by the father of Miles C. Holden, sixty-one years ago, the year in which the Department of Superintendence of the National Education Association was established.

The senior Holden persisted in the effort to develop leatherette material which withstands all kinds of wear to which school books are exposed.

Thirty-five years ago Miles C. identified himself with the business, and since his father's death Miles C. Holden has been the manager of both the manufacturing and sales department, meeting all attempted competition skillfully and honorably.

Appreciation of William T. Harris

DR. JAMES L. HUGHES, of Toronto, in a personal letter writes: "George Paxton Young, a great Scotchman, was for many years the leading psychologist of Canada. I asked him if he had ever met Dr. William T. Harris. He answered: 'No. I never met him, but I would rather see him than any other man in the world. He is the greatest man in the world.'

"I met Dr. Harris in Washington a short time after he was seventy years old and therefore had to retire by law. He and I had been good friends for seventeen years, so I went to see him. During our conversation he said: 'When I had time to take stock of myself, I found that I should write thirty-seven books.' He had already written more books on vital education than any other man of his time."

Intellectual Gymnastics

DR. CHARLES R. MANN, of Washington, as Director of American Council of Education has the following brilliant paragraph in his annual report:—

"If we take a look at the history of any of the older sciences, we must be impressed with the fact that the liberating power of scientific procedure becomes a vital factor in human growth with the advent of a big idea. Physics was a plaything for mathematicians until the arrival of 'energy.' Botany was a curiosity for classifiers until 'evolution' was born. It was these pregnant working hypotheses that converted those sciences from intellectual gymnastics to instruments for emancipating men."

The gift of $3,500,000 for the creation of a University city on the land recovered from the fortification zone of the city of Paris by John D. Rockefeller, Jr., is of international interest. It is a noble war memorial by a distinguished American.

George Washington University

PRESIDENT CLOYD HECK MARVIN of George Washington University announces a Junior College in the University with Henry Grattan Doyle as dean. This is much more important than it appears. It is one of many developments in the University in the last three years.

Rarely has any university in America achieved as much in as many ways in the same time as has George Washington University. Even this does not suggest the significance of the transformation in these years.

The District of Columbia has passed New Hampshire in population. It now leads seven states in population. Even this does not hint at the present importance of the University.

Washington is sure to be the education centre of the New World. While it can never rival New York in student enrollment it is sure to be in a class by itself in the proportion of students to population. It has advantages over any other city in its relation to the official life of every nation on the globe.

President Marvin has matchless characteristics for the development of the advantages which Washington possesses, and the University has many opportunities for dominant service in this responsibility for making Washington the radial centre in all ranges of education.

Sixty-Five Years of Freedom

DR. JOSEPH SPENCER STEWART, dean of Education, State University of Georgia, has a remarkable summing up of the result of freedom of the negroes of Georgia, which has the largest negro population of any state.

In 1927 the negroes operated one-third of the farms of Georgia (84,000) and produced 28 per cent. of farm products ($380,000,000).

The negroes in 1927 returned for taxation $50,000,000.

In 1928 there were 230,000 of the great-grandchildren of the slaves of Georgia of 1864 in the public schools of the state.

President Tigert's Vision

FLORIDA'S relation to Central and South America has led Dr. John J. Tigert to provide an Inter-American program at the twenty-fifth commencement of the University of Florida.

The nations of the western hemisphere have the opportunity, hitherto unprecedented, of developing a brotherhood of nations which will be a prototype for all other nations of the world.

South America and Central America have gone through a period of tremendous growth; transportation and communication facilities have increased more than a thousandfold, great mineral and petroleum resources have been developed, old prejudices against manufacturing and foreign trade have been broken down, and the entire area is alert and eager to take its place as one of the most important trade areas of the two American continents, they are destined to be complementary in their production of raw materials, foods, and manufactured goods. With the ever-increasing exchange of commodities between these two areas there is an exchange of ideas and culture which will tend even more to bind the peoples together.

Before Latin-America had begun the wholesale production of surplus products for export, the total trade between North America and South America amounted to a meagre two hundred million dollars; less than one-tenth of what it is today.

At present the United States has a large exportable surplus of banking capital available for investment.

In commenting upon the Inter-American program of his university President Tigert says:—

"We are embarking upon a new era of business in the western hemisphere; an era of business understanding, which always precedes social, political and cultural harmony. Business men of integrity in both North and South America will unite to bring about the greatest progress ever made in any era, and will give to the American Hemisphere the industrial, economic, and cultural leadership of the world."

Dr. Charles R. Mann, director of the American Council of Education, says: "It is assumed that man, created in the image of God, will, if given liberty and responsibility, act like God. We have already spent too much time proving that, when treated as a pawn and a puppet, he acts like the devil."

Belding's Page

NEED FOR VOCATIONAL COUNSEL

THERE is a growing demand for expert guidance for boys and girls in the selection of vocations. The demand is growing, not because of any artificial stimulus that is being applied by interested propagandists, but by virtue of merit and necessity.

The schools can no longer maintain a clear conscience if they continue to "muff the ball" so wretchedly in this matter of guidance.

Some one in every school must acquire the information and learn the technique of this exceedingly difficult work, and must be granted time to devote to studying individual aptitudes and connecting young persons with the jobs that are right for them to have.

Vocational guidance may have to begin several years before graduation, if the guidance is to be of value.

The main thing, now, is to recognize the imperative need of providing the best that can be provided, in every school, for this task of steering pupils toward their proper occupations in a world which, through no fault of their own, has become a bewildering maze of occupations.

The Board of Education of New York City is considering the addition of twenty-five vocational counselors to the crew of ten now provided. This is a straw indicating how the wind blows.

TWISTED TITLES

NO MAN feels complimented by having his name spelled or pronounced incorrectly. If you are introduced to "Mr. Jones" and you proceed to call him "Mr. Johnson" or "Mr. Jenowsky," he quite naturally feels abused.

May it not be that nations and cities would feel a bit more kindly disposed toward one another if the custom of twisting names were discontinued.

Among the rights of nations should be included that of furnishing the standard spelling for their own titles and for the titles of their political divisions and natural features.

What excuse but custom have we for calling Italia "Italy," Roma "Rome," Milano "Milan," or Napoli "Naples"?

Custom does, to be sure, count for much in such matters. But this particular custom is decidedly provincial, in a world which is learning to think of itself as one great neighborhood.

Radio broadcasts in Europe are continually drawing attention to the need for a common language, and for this first step toward a common language the uniform designation of geographic units by the only titles which actually belong to them, namely the ones they have on the tongues and pens of the inhabitants.

No doubt the original cause of the re-spelling of geographic names by foreign folks was that of difficulty in prounciation or lack of phonetic symbols. To some extent this may long remain an obstacle to complete acceptance of native geographic names. However, an approach to this form of international courtesy can and should be made.

PRISON FACULTY

VIOLENT outbreaks are not the only things prison inmates plot. The convicts in a certain large prison of a western state decided they wanted the kind of freedom that comes through education. They wanted to go out into the world again with minds better fitted for the tasks of life.

So they conceived the idea of having a full-fledged high school set up within the institution.

Finding that public funds were not available for the experiment, the leaders looked around for home talent. The survey which they made revealed a surprising abundance of faculty material. There were men with bachelors' degrees, men with masters' degrees, and men with doctorates. The selection of a teaching staff was rendered difficult, not by any lack of qualified candidates but by an embarrassing over-supply.

The plan for this particular school never became a reality. But the facts about the available personnel are reliably vouched for by J. F. Wright of Detroit, an authority on certain phases of prison management.

While the percentage of secondary school and college graduates who land behind bars is not large, it is larger than it ought to be.

Those who are naturally crooked will always resist straightening out in their passage through the educational mills.

But those who have the makings of decent citizens should receive from their school and college experience not only the wholesome discipline of honest intellectual effort but some measure of preparation for a definite and well-chosen life work.

Anson W. Belding

Associate Editor.

Long Beach Meets Changing Conditions

By SEYMOUR I. STONE
Assistant Superintendent

DURING the last two decades the Long Beach, California, public schools have had many adventurous changes. At the time of the writing of this article the census enumerator has not announced the population of this thriving city. Whatever the final census figures, there are enough facts available to place this community among the wonder cities of the nation. In 1910 there were seventeen thousand souls in Long Beach according to the census returns. At that time there were enrolled in the public schools 4,368 children. Today the enrollment, exclusive of the adult department, is 30,834, a seven-fold increase.

With the growth of population there has been an equally significant change in its character. The city was founded originally as a haven for retired farmers, and a centre of religious conferences. Its outlook was rural and conservative. Today, to this pioneer stock there has been added large numbers of industrial workers who find a means of livelihood in the newly developed harbor district. There has been added, also, a still larger number of oil workers who are employed in that extractive industry.

It has been no slight task to keep the Long Beach school system abreast of the changes in numbers and character of a population of such a community, and at the same time to keep it alert to the changes in educational philosophy and practice that have occurred during these two decades.

In 1912 there were in Long Beach nine elementary schools and one high school. Today there are thirty elementary schools, six junior high schools, one combination junior-senior high school, two senior high schools, and one junior college within the district. The Long Beach district even has an insular possession in the form of Catalina Island.

Of the physical plant now in operation scarcely 10 per cent. was in use in 1912. In providing for rejuvenation and growth of the school plant the citizens of Long Beach have voted bonds to the amount of ten millions of dollars.

Even more significant than the adaptation to growth are the changes wrought in offerings and opportunities. In the elementary field four platoon schools have been instituted. Junior high school and junior college represent responses to nation-wide changes. Certain other features, insofar as the writer is aware, are unique.

Of the distinctive enterprises none is more noteworthy than the John Dewey Vocational Junior High School. According to the program of vocational education, trade training is considered to be of senior high school level, and is accordingly placed in those institutions. The purpose of the John Dewey Vocational Junior High School, on the other hand, is to provide vocational training on a "semi-trade" level. By a "semi-trade" level is meant such training as will prepare pupils to become general utility mechanics and machine operators. This type of occupation is intermediate between unskilled labor and skilled artisanship as represented in such crafts as cabinet making, printing, machinist, forge, and the like.

Elementary machine shop, automobile shop, woodshop, house wiring, and auto electrics are offered. The boys spend fifty per cent. of their time in shops, the remainder being devoted to English, social studies, physical education, and related technical. One hundred boys are now in attendance. On graduation some of the boys continue their training in the trade courses in senior high school, but many others go directly into industry.

For a city of its size Long Beach has a strong program of adult education. The enrollment is 7,600. Classes are offered in business training, mechanical training, home-making, art, music, social problems, science and physical education. A special feature are the classes on parenthood that are attended by large numbers of home-makers. In his report the director states that the program is a four-way one:—

1. Each year every adult is encouraged to attack one new subject.
2. Emphasis is given to the development of co-operative thinking through small discussion groups.
3. Particular attention is given to guidance and other special services.
4. Every effort is made to interest adults in the aesthetic phases of education such as art, music, and literature.

Another feature that varies somewhat from many similar departments is the department of curriculum. Courses of study and programs of study, from the kindergarten to the junior college, are integrated and articulated under the supervision of the director of curriculum. Advising him is a curriculum consultant, Dr. L. Thomas Hopkins, of Columbia University, who comes for a week's consultation twice annually. General objectives, general policies and programs of study are determined by the director of curriculum in consultation with a committee of eighteen principals who represent every segment in the system. Courses of study are written by committees of teachers and

special supervisors in consultation with the director.

Steps are being taken towards the integration of guidance in similar fashion to that being worked out in the curriculum field. A program has been formulated, and is now being put into operation under the supervision of the director of research. Seven counselors are at work in the elementary field. These, together with those employed in the secondary schools, are under the immediate direction of an assistant in the research department.

Superintendent W. L. Stephens has been in charge of the manifold activities of the Long Beach schools for the past eighteen years.

Boston Has Hospital School

By CAROLINE L. McHUGH
Teacher, Boston City Hospital School

FEW educators, in fact few citizens of Boston realize that part of their taxes goes to bring joy and happiness to the little hospital shut-ins. Boston has a teacher for these children at the Boston City Hospital.

Some few years ago Tommy G., a patient, came to the attention of Dr. John J. Dowling, superintendent of the Boston City Hospital. Tommy was a lad who spent months of each year in hospitals, and who at sixteen was truly illiterate. He could read the "funnies," but that was all. His chief occupation was getting into mischief during his long idle hours. This deplorable condition led to investigations regarding the possibilities of hospital teaching. As a result Dr. Dowling placed the situation before the Boston Public School Board, which, in its endeavor to help all its children, did the unusual, and I was appointed as a permanent teacher at the Boston City Hospital, thus planting the seed for a new branch in its educational progress.

The value of a permanent teacher is recognized by the hospital authorities. The need of a teacher's influence continues all through the year. Dr. Wilson, the former assistant superintendent of the Boston City Hospital, said: "Remove any or all of the Boston schools, but leave the hospital school." Miss Currier, superintendent of nurses, remarked recently:—

"What a difference in the discipline in the children's wards of long ago and of now!" The doctors in charge of the patients as well as the nurses recognize that "teacher" means discipline and quietness. A human being, be he young or old, is happier for having a definite duty to perform, or in other words, when he is busy enough to "mind his own business." School work, whether it is in the classroom or hospital ward, does just that.

Parents of the little shut-ins are quite interested in this hospital school. They want the teacher for their children. Emilo had his finger amputated. He was in the hospital but two days when I received a note from his Italian-born mother, saying that she knew that a teacher was in the hospital, and that she wanted her boy taught immediately! Recently Hassib, a third grader, required a skin graft. His father withheld his permission for the boy to go to the hospital until he was convinced that his son's schooling would be continued while he was there.

As soon as possible after the patient is admitted to the hospital a card is made out, giving the name, address, school last attended, grade and teacher's name. The doctor caring for the child adds the approximate length of stay in the hospital, and if he gives his permission for the child to receive instruction, he adds his signature. The doctor's signature means protection for the patient and for the teacher, and eliminates the possibility of contagion or selection of a child too ill to study. The hospital teacher then writes to the pupil-patient's teacher asking her to co-operate by advising what subjects she would like to have the child cover during his stay in the hospital. This definite statement from the child's teacher enables us to help the child to keep up with his classmates, so that when he returns to his class he will be able to march along with his classmates—an item of importance in keeping an adolescent in school.

If the child is able to return to school shortly after his discharge from the hospital the attendance department of the Boston public schools is notified.

There are two types of instruction given at the Boston City Hospital School, academic and occupational. In June each year we look forward to promotions for the pupil-patients who have completed the work of the grade and who are still patients in the hospital. June, 1929, there were nine promotions and seven children were recommended for promotion on trial. Hospital teaching definitely saves the loss of many a year of school work.

The occupational work, such as sewing, knitting, crocheting, weaving, wood-cutting, has great curative powers. Bead stringing, pegboard work, and stories have stopped many a tear drop. Bad physical and mental habits are prevented by giving the child handiwork.

These little ones are much happier when busy, than when they have nothing to do—just nothing to do but to magnify their trying discomforts, and to increase their morbidness by watching and listening to other causes of misery, of which there is plenty in large wards of such a big institution as the Boston City Hospital.

And what pleasure they derive from the music appreciation period which comes to them from the portable Victrola!

There is no "class" for the Boston City Hospital teacher. The pupil-patients are of all grades and are scattered throughout twenty or more wards; the school materials are taken on a specially designed truck rolled to the bedsides of the pupils. At the Boston City Hospital School ninety per cent of the pupil-patients are bed cases.

The teacher's first thought is for the child's health. His lessons are her second consideration. Any strain on the pupil-patient's physical condition may momentarily undo what it has taken many days to accomplish for his physical improvement. This necessitates some knowledge of medicine on the part of the teacher. In cardiac cases the first sign of fatigue warns that work must stop instantly. In chorea cases increased nervous twitchings are the danger signals. "Surgical irritability" is the red flag for surgical cases, and there are numerous other danger signals that the teacher must heed. Nature so ordains that the ill will take and take, either in strength or attention of those who do for them. Therefore the teacher must be strong physically and must be gifted with patience and adaptability, for the whims of the physically incapacitated are unending. There must be firmness, too.

The Boston School Department co-operates heartily with the Boston City Hospital School in their effort to make this work a success. Vincent A. Keenan, master at the head of the school district, is a man who understands thoroughly the trials and endeavors of the little shut-ins.

Home Teaching for Crippled Children

By GEORGE C. FRANCIS

Superintendent. Chelsea, Mass.

A NEW phase of school work has been undertaken in the schools of Chelsea during the past year, which up to the present time has been very beneficial and successful to the crippled children who are unable to attend school. In one sense the classroom is taken to the home of the pupil who is physically unable to attend the daily classes at school. At the present time the School Department of Chelsea is teaching fourteen individual crippled children in their respective homes. No two cases are alike. These children have all sorts of physical defects which disable them so that they are unable to walk or sit in a classroom. These children need special treatment and diagnosis. A teacher goes to the home every day, plans the work, and teaches a lesson that is best adapted to the needs of the child. Academic work is given where children are able to do such and, in some cases, hand work is taught. This prevents these crippled children from remaining totally illiterate and might help them to earn a livelihood in later life.

A few examples of conditions are as follows:—

A fourteen-year-old boy who met with an accident some years ago developed a hunched back as a result. He can walk, but on account of his weakened condition is unable to attend school. At present he has reached a third-grade level in his education, and it is hoped that the results of the visiting teacher will aid him in reaching a sixth-grade level.

Another boy has not been able to walk since infancy because of a weakness in his legs. He has never attended school, so that the only educational opportunity he has had is what the visiting teacher has furnished during the past year. He is gradually learning to read and write.

There is a little girl confined to her home because of rheumatic fever. She was in the seventh grade and will probably remain out of school for some months. The visiting teacher is trying to help her keep up with her grade so that she may be promoted next June.

Another lad of nine never attended school. Violent convulsions affected both his mind and body, making his case a most difficult one. By slow, patient tutoring it is expected that he will be able to read and write in a very simple manner.

Child Health and Education

By JAMES H. RISLEY

Superintendent, District One, Pueblo, Colorado

WITHIN a decade a great change has come in the aim and the character of American education. It is no longer mere book learning. It is living and growing. Education aims to take the child as he lives today and enable him to live better, freer, happier. The greatest teacher of all time said: "I came that ye might have life and have it more abundantly." He was thinking especially of a richer spiritual life, but in carrying out his program he found it expedient to remove physical handicaps that interfere with the free exercise of spirit; to repair the temple in which the spirit lives. Accordingly he opened blind eyes; he straightened palsied limbs; he cleansed the leper, and otherwise opened up the physical pathway to a fuller life.

Modern education has caught that viewpoint. We used to treat the child as if his mind was the only part of him to come to school. We paid little attention to the fact that he brought his body with him also, and that very often it was a nervous restless body bubbling over with energy needing an outlet rather than repression. We were blind to the fact that it was often a weak and inefficient body, and all our attempts to secure proper mental development were interfered with because of physical handicaps. We failed to accept our responsibility for the whole child and proceeded as if the mind could be dealt with alone without considering its physical foundation.

Perhaps in the decade since the war there has been more development than in a half century before, in education for physical efficiency. More school physicians, school nurses, physical directors have been added; more gymnasiums have been built. A conscious attempt is being made to bring the program of health and physical development to every child with special attention where the need is greatest.

School District Number One, Pueblo, may be taken as a type of this development. Ten years ago the Centennial High School was the only one in the district. Now there are five. Ten years ago there were two physical education teachers, now there are ten, and our organization is such that there is no increased per capita cost in consequence of this enrichment of our program. Ten years ago one school nurse was employed, whose business was chiefly to guard against contagion; now a full-time public health nurse has developed a constructive program for building health, and supervising health and hygiene activities for the district. For this work she uses the service of one full-time assistant. A part-time physician is also employed who examines each year all participants in athletics, all primary pupils, all new pupils, all underweights, and such others as seem to need attention.

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The physical education department and the department of hygiene are supplementary activities with the same objective—the completest physical development of all the children of all the people. To that end, practically all children take part in directed and supervised competitive games. Our highly trained athletic teams will increasingly be the by-products of a system that gives equal opportunity to all children for the correction of all physical defects, for the development of proper health habits, for the training of muscle and sinew, for the making of every organ and function of the body proper instruments for acquiring and expressing the higher qualities of a complete life—*And this is Education.*

Applied Sleight of Hand

By CHESTER A. MOODY
Superintendent, Arlington, Mass.

IT HAS been necessary to apply the magician's art to the problem of overcrowding in the High School at Arlington. The building was originally intended for 800 pupils, but this number has long since been passed by the registration, and with the opening of the schools next September we shall have 1,200 pupils.

How to accommodate more and still more pupils in the High School building during the last five years has been an annual problem with me. It has been necessary for me to pull a trick out of my sleeve every year.

One year it was accomplished by taking the lunchroom for classrooms and building an unfinished basement room into a lunch room. Another year we succeeded in accommodating the overflow by taking the cloakrooms for classrooms and accommodating the students' street wraps in steel lockers placed along the corridor walls.

It became increasingly difficult to produce the necessary trick to satisfy the conditions, and two years ago it appeared to be practically impossible to go any further with providing temporary additional accommodations. At just this time, however, a member of the school committee of Hingham, Massachusetts, was trying to convince his associates that a chair could be devised which could be adjusted to act both as an assembly room chair and as a study room desk. The result of their insistence that he was the one to design such an article of furniture was the "Deskor Chair," which now completely fills the entire floor space of the auditorium of our High School. This installation has made it possible to utilize the former study rooms as classrooms by converting the assembly room into a study room.

At the same time the installation does not prevent the use of the room as an assembly, since a simple readjustment turns the furniture into the assembly room order. Thus we get a dual use of the auditorium floor space, and the auditorium is used 100 per cent. of the day either as an assembly room or as a study hall.

The convertible chair installation is practically the last trick up the superintendent's sleeve, and if relief does not come within one year in the way of new building accommodations it will be necessary for the Arlington High School, as many others have done, to go on a double shift with shortened periods, to avoid which it has been my privilege to play the role of sleight-of-hand magician in producing from nowhere ten additional classrooms within the building during the last five years.

The Junior Red Cross

[From Address by H. B. Wilson, director, Junior Red Cross.]

THE Junior Red Cross is the American Red Cross at work in the schools, for the children, under the guidance and inspiring influence of the teachers. It came into being with the entrance of America into the World War. It was a powerful non-political, non-sectarian, nonpartisan organization attaining a membership of fifteen million and doing an enormous amount of much-needed work. While America was in the war, over fifteen million usable articles were made by Juniors, which were valued at above ten million dollars. The members raised war funds in the amount of about four million dollars.

All of this work was done through the understanding and attention of the teachers of the schools. Over two hundred thousand of them were engaged in directing this work. One hundred eighty thousand are still faithfully directing Junior Red Cross activities in the schools. They still constitute the greatest volunteer group engaged in Red Cross work.

The objectives of the Junior Red Cross are practically the same as the purposes of public education. The aim of public education is social; it is to train each child in the largest possible measure so that he shall become an efficient member of the social group of which he will be a member.

The Junior Red Cross was the product of an effort to direct the social interests of children awakened by the World War, into channels of useful, unselfish activity. At the close of the war, due to the aggressive interest and concern of educators Junior Red Cross was saved as a peacetime agency and has worked constructively as such through the great program which it gradually evolved and is now carrying on. It is the greatest organization for children in the world, both in what it does and in the number enrolled. It affords the children definite experience and training in rendering unselfish, disinterested service. Twelve million public school pupils are thus being trained. Seven million are enrolled in the American public schools while five million are enrolled in the schools of forty-five other nations.

Into all of its work the Junior Red Cross brings a great spirit and lofty impelling motives.

Child Health and Education

By JAMES H. RISLEY

Superintendent, District One, Pueblo, Colorado

WITHIN a decade a great change has come in the aim and the character of American education. It is no longer mere book learning. It is living and growing. Education aims to take the child as he lives today and enable him to live better, freer, happier. The greatest teacher of all time said: "I came that ye might have life and have it more abundantly." He was thinking especially of a richer spiritual life, but in carrying out his program he found it expedient to remove physical handicaps that interfere with the free exercise of spirit; to repair the temple in which the spirit lives. Accordingly he opened blind eyes; he straightened palsied limbs; he cleansed the leper, and otherwise opened up the physical pathway to a fuller life.

Modern education has caught that viewpoint. We used to treat the child as if his mind was the only part of him to come to school. We paid little attention to the fact that he brought his body with him also, and that very often it was a nervous restless body bubbling over with energy needing an outlet rather than repression. We were blind to the fact that it was often a weak and inefficient body, and all our attempts to secure proper mental development were interfered with because of physical handicaps. We failed to accept our responsibility for the whole child and proceeded as if the mind could be dealt with alone without considering its physical foundation.

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Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS IS CONDUCTED BY A SCHOOL EXECUTIVE.

369. What are the values of national traditions in school organization? (New York.)

I wonder if I know what you mean by "national traditions." If you mean say-so's of people who have settled and inhabited this country of ours and customs, ways of thinking and doing which they have left us perhaps I can speak from that point. I will assume you mean something of that kind.

As such traditions have a mixed value. We have people who are worshipers of tradition, influencing our schools from within our own circles and pressing in from without. These people are often opposed to any change. They fear experiment, research, even discussion. The thought of change is painful to them. Because their ancestors were among the earliest settlers, and noted for courage and character, what they found to be best then must from their way of thinking, no feeling, be best now. Of course that is prejudice and not reason. Such people greatly hamper progress in school organization. From this extreme we go to the other end, where we find people who have no regard for traditions. In their desire to live life to the fullest they would throw away all the findings, all the cautions, all the conventions that honest experience has passed on to us. They would throw it away without testing it against the metal of today, without fitting it into the needs of the present. These people in control are as great a danger as the first group is a handicap, and youth with its great desire to get the most out of life often sees more possibilities in the latter group, which intensifies the problem.

Between these two groups, the worshipers of all tradition which their particular race has passed on, and the disregarders of all tradition, where does the school organizer stand? Where he stands, from his viewpoint, comes the value of tradition to his particular school system and from the accumulations of such organizers to the American schools as a whole.

With all our reason and a suppression of our emotions and prejudices (for some of us belong even in the first camp) we should constantly weigh tradition in the cold, carefully adjusted scales of present-day needs and use, as far as we can. All of us are controlled more or less by our prejudices, but school organizers themselves, who pride themselves on their reason, their tolerance and scientific viewpoint, are the greatest hope in this line. We should weigh constantly the value of traditions to keep that which is good from the viewpoint of today's needs, not past use, and guard against it blocking scientific inquiry and its corresponding experiment and advancement.

Only by the open mind of the school organizer, which searches the past with conscious reason and with vision enough to know the present and perhaps guess at the immediate future, can the value of tradition be at all judged. Careful holding of that which is best, true and useful, and that only is the work of the school organization!

370. Are we doing all we should in training our children to love flowers? (Delaware.)

Flower shows are increasing in this country, which may indicate that with our people as a whole or in the so-called upper classes the love of flowers is on the increase. The flower shows I attend every year are not frequented by mobs of people. The production and sale of flowers have greatly increased in the last few years. In fact, just now it is the fashion to send flowers on every available occasion. But it is a costly custom, and prohibitive to the great mass of people.

Now, as far as the schools are concerned, quite a number sell seeds to pupils, and a few sell plants and shrubs. Here and there one hears of flower contests among school children, but the cases are all too few. Once in a while a Parent-Teachers Association or a woman's club appropriates money for prizes for gardens, but more often vegetables than flowers.

There is a splendid opportunity for the schools in this line. They could bring good seeds, good plants and shrubs to boys and girls with the story of their habits of growth and cultivation at the lowest price, making their possession possible for the tenement child, or poorest, wherever he may live. Real love of flowers can only be acquired through raising them. It is the old story of sympathy through understanding.

What is the effect of love of flowers on people? I wonder? No one really knows. But I feel sure that if you plant something, watch it grow, care for it tenderly, and help it to live, you will be slower to kill. Beauty of color, form, and so on, with the joy they give, must have an elevating influence on people.

No, I don't believe we are doing all we might be doing in this line of the promotion of love for flowers, and I believe it is important enough for every school system to consider doing more.

They Say

JOSEPH SPENCER STEWART, dean of Education, State University of Georgia:—

"The older heads of almost every time think the rising generation reckless. It is so now, but I know that youth never had to encounter such a stupendous change in environment, due to mechanical inventions, and our knowledge of the laws of nature, as have the youth of today. It is gratifying to see how well they have met the trying conditions."

JOHN DEWEY:—

"Getting out of the present the degree and kind of growth there is in it is education."

DR. CHARLES R. MANN, Washington:—

"Education is a self-active process by which an individual reconstructs his own experience so as to add to its meaning to him and to increase his own power to direct intelligently the course of his future experiences."

GUSTAVE STRAUBENMULLER, associate superintendent, New York:—

"It is not wise at any time to over-emphasize errors. Positive values are better than negative ones."

DR. RAY LYMAN WILBUR, Secretary of the Interior:—

"Danger of crushing personality is the most serious difficulty in American life today."

BUFFALO NEWS:—

"Slang is just sport-model language stripped to get more speed with less horse-power."

MISS MULLINER, in "Nineteenth Century" for March:—

"We should see children, not as they are, but as they will be; we must look beyond the humdrum to the vast possibilities and hope of the future."

NORMAN THOMAS:—

"By and large most of our schools today exist to do three things: first, to impart that degree of literacy without which modern life is impossible. Ancient kings might be illiterate. Modern automobile drivers and factory workers simply can't be. In the second place our schools exist to turn the more aggressive or fortunate boys and girls into successful Babbitts, the rest into Robots, who will cause the minimum of trouble to the economic and political bosses. Finally, education has become very definitely a process of imparting the cult of nationalism, the religion of 'my country right or wrong.' This threefold purpose of education, public and private, is, of course, tempered by the existence of exceptional teachers and exceptional schools and by the competing power of other and worthier ideals."

SPELLING FOR EVERYDAY USE

By

STEADMAN-GARRISON-BIXLER

Book One.....Grades 1-4
Book Two.....Grades 5-8

The conviction that the spelling text in daily use should subserve a more useful function than merely to present a scientific word list is back of the preparation of this text.

It provides for the everyday needs and uses of spelling that properly may be associated with learning to spell the most commonly used words; provides a separate learning and teaching procedure for children in the primary grades; and provides for individual differences not only in the ability to spell, but in the habits that have been formed of observing and learning words.

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Vacation Days

By ARTHUR DEAN

"Hurrah, school is over!"

To children these words spell freedom — freedom from school restraint with plenty of time to play and no lessons. The freedom of going to a camp or the chance to earn some money. This freedom starts off with a whistle and before summer is over ends in a whine. The children are bored to death.

To many a mother "school is over" means "my troubles have now begun." To her the summer vacation means added hardships to an already over-burdened mind and soul. Her children must be kept out of mischief, must be amused, must be kept off the street and away from children of those "bad" neighbors. Her responsibility has increased fifty per cent. and her worry anywhere from one hundred to one thousand per cent.

To another mother the long vacation means packing up and shipping her offspring to a summer camp. Or, if she is especially fortunate, going herself with the children to the family camp with dad coming for week-ends.

To other mothers, and one should add fathers, too, the summer vacation means a grand opportunity for their children to do profitable things which they cannot do during the school year and to learn things which are only possible to learn in the summer. To such the summer time affords opportunity for their children to come in contact directly with nature, pets, tools, gardens, educational tours, useful home chores, and with such fundamental sports as swimming, hiking and boating.

In the minds of thoughtful parents — and most all parents are thoughtful when it comes to thinking about their own children — the idea is growing that true education runs three hundred and sixty-five days in the year, and that there is no reason why education stops just because the schools have stopped. Such parents believe that children can grow mentally, physically and spiritually just as much during the long summer vacation as they are expected to grow during the school year. "It is hardly reasonable," these parents say, "to expect just because the school door is closed, that my child should quit thinking and quit the need of being directed along purposeful channels, any more than their bodies, during the summer months, stop needing good food, air and exercise."

Physically children grow most in August. Mentally, unless we are careful, they grow least in July and August. Spiritually many children deteriorate rapidly in summer. Too often they return to school at the end of the long vacation with their thinking cap lost and study habits thrown to the winds. Thinking parents object. That is why some fathers and mothers send their children to camps with their happily combined program of play, study and work.

But millions of other parents think too, and they ask quite frankly: "What can we do right in our own home to help our children return to school with renewed mental as well as physical vigor, without paying out a lot of money and without splitting up the family? Where can we get help?"

Copyright.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Sorting Oranges

"Did you ever watch oranges being assorted in a packing plant?" asks Mr. Stern. "They are dumped into a conveyor and carried along over a series of holes. Gradually each orange finds its particular-sized hole and disappears from the picture. Only a few of abnormal size reach the end.

"It's like that with men. They go bumping along through life on the great conveyor called Time. One by one they are dropped into grooves, and only a few reach the big goal.

"But man has this advantage over an orange; he doesn't have to remain in the groove into which he had been dropped unless he wishes to. By the exercise of his brain, his grit and his determination, he can so increase his girth that he is forced out of his groove, is caught up again by the conveyor, and deposited into a hole better fitted to his new size.

"Thus a man sets his own limitations. He doesn't have to stay put. And he alone is to blame if he is permanently dumped from the conveyor before he reaches his goal."

—Told by Charles F. Stern, California, Bank President, in American Magazine, August, 1926.

What Mr. Stern says is most true. I sometimes wonder why it does not dawn upon girls and boys sooner than it does. We hear a great deal in these days about the handicaps of the young, the difficulty of getting the right sort of job, etc. As a matter of fact we all know there is plenty of room at the top. The trouble is the top is no easy place to reach, and few have the courage and energy to go more than half way. The world is full of mediocre people, puttering along through life, in spite of the richest sort of natural equipment. Given, as most of us have been, health and good judgment and unclouded intellect, and add to these wonderful gifts, citizenship in a land of golden opportunity, what added asset is necessary in order that each one of us may succeed? Only the will to work; but this will to work is the one thing the world cannot give us. It must rise from the very spirit deep within. If you are ever threatened with failure, ask yourself this one question: "Have I really the will to succeed?" The answer will explain your difficulties.

A Fable of Those Who Are Fit

I

A business man once sat down with his Reason to have a heart-to-heart talk. "My dear Reason," said the business man, "they tell me that more people are drinking now than in the days of the old saloon. If this be so, I think it about time to change the law and let people drink what they want, whenever they want it. Anyway, Prohibition is a violation of personal rights."

Reason smiled. "Your own eyesight shows you, daily, the falseness of what you hear, but suppose for the sake of argument, we admit its truth, what is the best thing to do about it? Now take yourself, for instance, you have a fine, big business. Are you willing to employ some of these people to whom you wish to give drink?"

"Well, hardly," answered the business man. "Alcohol and turning wheels do not work together well. No, my force must not drink. The cost to me and them is too great."

"Exactly," said Reason. "Well, would you mind letting your chauffeur take a wee nip before he drove you into the city?"

"I guess not," cried the business man. "I know from experience what one glass of whiskey will do to a man's judgment. No drinker for my machine. I'll fire any chauffeur the minute I smell alcohol on his breath."

"Well, then," said Reason, "how about the man who works around your home, may he drink?"

"Not a drop!" cried the business man. "My wife and children have rights as well as he. I'll fire any workman on my grounds who drinks even a little bit. I want no profanity or staggering around on the spot where I bring up my children."

"I thought so," said Reason. "Well, now and then you take a train to Chicago. Would you mind letting the engineer have a swig before you start? You know he has personal rights, too."

"Are you crazy?" asked the business man. "An engineer drinking! Why, as far back as fifty years ago drink was ruled off the menu of engineers. The engineer's personal rights! All bosh! I have rights too, and all the people who travel with me. Rights to life, which a drinking engineer would violate."

"I thought you would say that," answered Reason, "but why get so hot about it? And how about the drivers of automobiles whom you meet constantly on the streets?"

The business man got red in the face with anger. "Any fool who attempts to drive a car after even one drink of whiskey or beer or wine ought to go to jail."

"He should," said Reason, "but how about the grocery men and meatmen, and icemen and policemen, are you willing that they should drink? Remember, they, too, have personal rights."

"Not a one!" said the business man. "I want honest and fair service and it is well known that drink and dishonesty go hand in hand. Personal rights again, eh! Well, when a man's duty begins, his personal rights end."

"You certainly are a hard man to please," cried Reason, "but I shall try again. How about the evenings of your workmen? Are you willing that they should drink after work hours?"

"Not if I can help it," said the business man. "After an evening of drinking a man awakes dulled in mind and down in spirit. I pay good cash wages and want in return the best a man can give."

"Well," said Reason, "I have only one question left. How about the fathers of children everywhere? Do you wish to put drink into their stomachs by making it cheap and easily to be had?"

(To Be Continued.)

A Fable of Those Who Are Fit

II

"To be fair to the children," said the business man, "I must answer, 'no.' The children have rights, too. They have far greater rights than any man's appetite gives him. And where drink comes in, happiness for children and health and joy and respect go out."

"Now listen!" said Reason. "You have ruled out so many people that I ask you, for just whom do you wish the law changed? Who is to do the drinking? What part of society is to benefit by your consent to a change in the law?"

The business man scratched his head, then he smiled. "Honestly, I guess I don't want to throw drink into the way of any man. I am glad I have had this little talk with you. I now see that around every person in this country there are a dozen good reasons why he should not drink, and for every per-

sonal right of the individual, a hundred rights of others to be considered."

"Exactly," laughed Reason. "I have here a summary in true business form. I commend it to you." Whereupon, Reason laid the following before the business man.

Against the personal rights of the individual to drink alcohol when he pleases and where he pleases are balanced the following:—

The rights of his body to proper treatment.

The rights of his mind to clearness of vision and accurate judgment.

The rights of his will to a sane chance at self-control.

The rights of his spirit to a chance to assist his brother in the doing of good deeds.

The rights of children to walk the streets unscandalized by his conduct.

The rights of his home to the money he earns.

The rights of his home to joy and respect in society.

The rights of his neighbors to live peaceful and orderly lives.

The rights of society to his good judgment unharmed by a debased mind.

The rights of his employers to clean-cut, faithful service.

The spiritual rights of even the bootleggers, whose business rises out of his demand.

The rights of law to his faithful co-operation.

The rights of the Constitution to his unwavering support.

The rights of justice to his help in suppressing crime.

The rights of God to the service of spirit unclouded by a dreadful narcotic.

Our Handful of Clay

(The Spiritual Significance of the Human Body.)

What cannot we do with our handful of clay? The great Sculptor Rodin answered the query by producing the exquisite head of one of his noblest statues, which later he cast in bronze. The Greek potter answered the query by forming a funeral jar of small size, it is true, but of such beautiful shape that it has remained the marvel of the ages for five thousand years; an artist in an old buried city answered the query by shaping it into a square tile, which he later glazed with lovely colors and placed in the floor of a Roman noble. To this day it remains an unchanging testimony to the beauty with which he wrought; the inner-directing spirit of the dandelion answers the query by sending up to life and light a wonderful creation of green leaf and golden flower, all so cunningly fashioned that the mind of man marvels at its witchery, and now is given to each one of us his handful of clay, I mean his body, for there is just exactly a handful of clay in every human form. Of us is asked the same query: What can we do, or rather what will we do, with that which has been given us?

I know of a noble man who used his handful of clay to bring freedom to his countrymen, — his name was Washington. I know of another who used his handful to bring liberty to a down-trodden race of slaves,—his name was Lincoln. I know of another, a peerless one, who ages ago used His handful to bring to the world the message of brotherly love and thus emancipate the race from hate,—His name was Jesus.

How gloriously the handful of clay shines in the spirit hands of such as these! How immortal it grows, rising up from the common clay as though joyful that it has been given part in the great drama of the Father!

Into the hands of each one of us has been given our handful of clay. Without it our hands are as empty as the potter's before he starts his day's work. Into our own hands we can put nothing. It is as though we sit in spirit in the workshop of the Father, waiting and waiting for the coming of our portion of the clay with which we are to fashion the fabric of our dream and behold, suddenly we find the clay in our hands,—we wake to find it so, wonderful, marvelous clay of the Father's making, and we rise to our task clothed in it as in a garment, seeing out of it, listening through it, hearing by means of it, grasping with its sensitive fingers the tools that we need, and behold further, the thing we fashion out of it is not of clay at all, but of finer, more wonderful stuff, that lives and breathes and helps long after the clay itself has been taken from our hands. Dear friends, we are master-workmen in a strange shop, where the things that we make are needful in the Father's house. In the beauty of our toiling, in its goodness, in its gentleness, but above all in its service, shall we find our pay within ourselves.

Symbols

By John Drinkwater

Imagined measureless times in a day
And starry space in a wagon road,
And the treasure of all good harvests lay
In a single seed that the sower sowed,

My garden wind had driven and havened again
All ships that ever had gone to sea,
And I saw the glory of all dead men
In the shadow that went by the side of me.

This poem, Symbols, is a little hard to understand, but it is so full of spiritual beauty that it should be made part of the growing life of every girl and boy. Every line is a treasure house of golden thinking along spiritual lines; for instance, how wonderful is the first line, "Imagined measureless times in a day." What world changes have come about through the thinking of an hour; a Caesar sits on the banks of a Rubicon and debates, and when he rises, the history of the world changes and follows in his steps. How deeply the poet understands that all time is subject to some one's imagination and some one's thinking, setting the stage, among the stars, as it were, for the appearance of a spiritual power. And the second line, "And starry space in a wagon road." Not more directly do the stars go their unfurrowed way in the deep skies, not more fully, except in importance, do they express someone's purpose than does the wagon road leading down from town to town. Where roads go and orbits wheel, there goes the pathway of the spirit, whether it be that of God or man; wonderful, symbolic ruts in the earth, we know as wagon tracks,—how has the spirit dug you deep on the mysterious journeys it takes across the earth; and then the last two lines, stupendous imaginings, possible only to a port of the highest order.

"And I saw the glory of all dead men
In the shadow that went by the side of me."

Does this mean the passing of life and the end of all? Indeed no; where there is shadow there also must be some reality, some solid, substantial thing beyond which is the light. Every shadow becomes then the proof of a something on whose sunward side a bright light beats with dazzling brilliancy. In spiritland there is no shadow and no darkness, only radiance in all the realms of God. To man, alone, is given the supreme will to lift or lower himself, to increase or dim the radiance within.

The shadow of the body is of course shadow in its grossest form. The shadow that the spirit casts is a far different matter. Can you not see such shadows falling, darkening the lives of little ones from father forms who abandon themselves to drink, from mother forms that neglect the welfare of their own, from brother forms whose lips are a perpetual curse and whose example is a debasing influence on all around. Thus it becomes true that the real glory of man consists in the radiance he sheds and the clear light that plays around him in health-giving glory.

EDUCATION IN ACTION

Graduate Department At Teachers College

The Indiana State Teachers College, Terre Haute, is one of the few teachers colleges that has a graduate department. The Terre Haute institution this year decided to confer the Master's Degree in Education upon those students who, in addition to meeting the legal requirements for first-grade administrative licenses, shall do work of a superior character, give evidence of growing professional attitude, and demonstrate ability to do independent investigation in the field of education, evidenced by preparation of a scholarly thesis which is acceptable for publication. A graduate committee administers the affairs of the Graduate School. Students holding the Bachelor of Arts degree or equivalent will be admitted, but admission does not imply official admission to candidacy for a degree. About thirty men and women will receive the Master's degree from this institution next June.

Doctors' Work In Schools

The physician's work in public schools has not received from either the public or the medical profession the recognition that its importance deserves, says Dr. J. L. C. Coffin, associate health supervisor, Los Angeles City schools. "Reasons for this lack of recognition are many and diverse," he says, "but may be summarized under two heads: First, a general failure of realization on the part of the public of the paramount importance of children's health as a factor in their education, and, second, the failure of school physicians to organize them to demand a more comprehensive and efficient type of service from their own members and a better economic status. The service demanded of the school physician has been an evolutionary growth. At first it comprised merely sanitation and prevention of contagion. Then 'medical inspection' was added, by means of which the grosser physical defects were sought for and noted, and the parents informed of these defects. Of late, to these fundamental activities two very important complexes and difficult phases have been added, namely, health examination and health supervision, and health education. It is a complex task, but it is a task in which the school physician, by virtue of his special knowledge, should be the director and adviser."

University Observes Golden Anniversary

Apparently the much-boasted California climate is as conducive to scholastic as to vegetable growth. True, at any rate, to State traditions, the student body of the University of Southern California, whose fiftieth anniversary is being celebrated, has increased as amazingly as the fortune of a forty-niner in the gold rush. Its fifty-five students in 1880 have become more than 18,000 today. At the festival, which marks the university's development from one to twenty different colleges and schools, not only distinguished Americans from various parts of the country but a personal representative of King Alfonso of Spain were present. Voconde de Casa Aguilar, a Spanish scholar, traveled across the ocean and a continent to convey the greetings of his government to the university grown great in a land once subject to the Spanish Crown. On the university campus, however, the chief memorial, which was unveiled, symbolizes a civilization still further removed in both time and space. A colossal bronze statue of the Spirit of Troy, which the university has long had as its emblem, was dedicated above a rostrum that is to serve as a campus centre for reunions, academic gatherings and athletic rallies.

Would Cut Fare For Pupils in District

A two-cent fare for school children in the National Capital, who may be found entitled to the reduced fare on street railway and motor bus lines, to and from the schools, is required under the McLeod bill, which the House of Representatives has passed and sent to the Senate. The bill required the District of Columbia public utilities commission to determine which students live far enough from school or have physical disabilities which would require such reduced fare transportation. Under this proposed law it is estimated that 57,000 school children would have the right to ride on the two-cent fare. Representative McLeod, of Detroit, Mich., sponsor of the bill, said the actual expense involved would not exceed $15,000 annually. He said that for the past several years more than fifteen American cities have special reduced fare for school children.

More Boys Than Girls Have Faulty Hearing

Results of a survey conducted among more than 1,800 school children for the purpose of determining the extent of deficient hearing indicate that boys suffer more impairment in hearing than girls, and that the left ear was generally better than the right ear, it was stated by Dr. E. B. Sterling, of the Public Health service. These results are considered as indicative of average conditions, since no selection of the children was made, and they were in both low country and in the mountain sections, she said. In the whole group studied there appeared to be more normal or above normal hearing among the older children, Dr. Sterling said, but it could not be definitely decided whether there was a real difference or whether the children who were older made a better record because of a better understanding of the tests. Among the actually hard of hearing, the older children were in the majority, it was stated.

One of Six Eligible Enrolled in Colleges

One of every six persons in the United States between eighteen and twenty-two years of age now attends college, the Federal Office of Education announces in a statistical summary on American education. There has been a steady increase since 1900, when 2.8 per cent. of the college-age group were enrolled in regular session of universities, colleges, and professional schools, to 11.8 per cent. in 1928. In 1900 there were 5,911,425 persons in the college-age group, and in 1928 they numbered 7,384,127. In answer to criticisms expressing a fear that too many persons are being trained for the limited special fields, the Federal Office calls attention to the fact that less than 2.5 per cent. of our adults are college graduates, and another 4.6 per cent. have had some college training.

Communist Schools In America Alleged

There are schools for Communists in many parts of the United States where Soviet doctrines and methods of spreading them are taught to those willing to attend, Representative Johnson, of Hoquiam, Wash., declared recently. Two of these schools are in Mr. Johnson's district, he said, and

there is a large one a short distance north of Minneapolis, Minn. The schools and scholarships to them are financed in many cases by contributions by merchants, induced by threatened boycotts, Mr. Johnson said. Usually youths of foreign extraction and of radical tendencies are selected by the heads of the schools and are invited to attend. If they decline, they are advised that a scholarship may be arranged for them, and so are persuaded to take the courses, he asserted. Public speaking is taught, he said, but of a kind which develops effective "soap-box" oratory and trains the speaker to expound rovolutionary doctrines, and yet stay within the law. Full courses are given in Communist theories and Sovietism. The great benefits which are claimed for Communism are taught to the students, and the evils of the capitalistic system are dwelt upon at length in the schools, he said. The law against inciting to riots and revolution is avoided by the "graduates," he said, by explaining that the revolution which they predict "will, of course, not be a revolution of blood and bullets, but only of the ballot boxes."

School Board Has Its Largest Budget

Adoption of a budget and appropriation order for the year 1930, totaling $15,889,879, the largest in the history of the city, was passed by the Boston School Committee at its first meeting in June, followed by a vote against opening all future meetings to the public. In addition to the $15,889,879, there is an appropriation made separately a short time ago amounting to $1,773,328.87 for alterations, repairs, furniture and fixtures, which brings the total for maintenance of the schools for this year to $17,663,208.43, a record figure. In addition to this an order is pending now calling for the appropriation of $5,000,000 for lands, plans and buildings to be spent this year, which will send the cost of the public school system for the year over the $22,000,000 mark.

Old Students Honor Teacher in Chicago

Miss Florence Holbrook was honored with a golden anniversary dinner recently for fifty years of service in the public schools of Chicago. Although Miss Holbrook's work was centred in the schools, its influence extended far beyond them, observed Mrs. Otis Brewster, who presided at the dinner. Telegrams and cables from all parts of the country and from foreign lands received by Miss Holbrook in honor of the occasion indicated, she said, how far-reaching her service had been. The dinner was given by teachers of the Phillips Junior High School, of which Miss Holbrook is principal, and by former teachers of the Forestville School, where she was principal for thirty-five years. About 100 former students attended. Among those who spoke in appreciation of Miss Holbrook's service was Miss Jane Addams, president of the Women's International League for Peace and Freedom.

Jackson Girls May Now Stay Out Late

Greater freedom for seniors and juniors at Jackson, the Department for Women at Tufts College, Medford, Mass., with a corresponding increase in responsibility, were given as the reasons for several important changes in the dormitory regulations announced by the student government organization. Although the rules at Jackson are already more liberal than at most girls' colleges, a further liberalization of them is granted. By the new rules seniors, instead of being required to be in by nine o'clock every evening in the week as now required, can obtain, without the formality of obtaining special permission, 12 o'clock privileges any number of times. In keeping with the idea of emphasizing the increased responsibility of the upperclassmen, neither seniors nor juniors now need to be "signed out" by the proctors, as heretofore, but merely have to sign themselves out in the book provided for that purpose. To be eligible for the newly granted privileges, however, upperclassmen must maintain a scholastic average above criticism. In line with this increasing liberality comes the pronouncement that proctors in the girls' dormitories will have jurisdiction in minor cases now supplanting the hearing before the student government organization now necessary. The student government organization tends to devote a great part of the time thus secured to personnel work to make the lot of the freshmen easier.

Sociology Students Survey City From Air

About seventy-five men and women students of sociology at Northwestern University recently surveyed Chicago from the air. Six Ford planes carried them on an hour's trip over the metropolitan area. The survey was made in connection with the course in Community Organization, under Dr. William L. Bailey, professor of sociology. "Ten minutes in the air is worth more than ten years on the surface for studying the ways and works of man," said Professor Bailey.

School Buys Weapon Used by King Philip

The archaeological department of Phillips Academy, Andover, Mass., announces that it has purchased from a woman in Maine an Indian war club which, according to tradition, once was the property of King Philip, warring leader of the Narragansett Tribe. The name of the seller was not disclosed. The club, according to its story, was taken from King Philip by an Indian who slew him at Mount Hope, R. I., August 12, 1676, and was obtained later by the Rev. John Chickley, of the Episcopal Church of Providence. It was supposed to have been handed down to succeeding generations until it reached the late owners. The weapon, which is on exhibition at the academy, is fashioned from maple, highly polished and dark with age.

School Girl Wins Every Class Honor

Miss Gretchen Guernsey, of Pittsburg, Kan., has the unusual honor of being the entire graduation class of Scattergood School in President Hoover's home town. Scattergood is a boarding school supported by the Friends Church, and is the only institution of its kind in the state whose credits are accepted for college en-

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Indiana State Teachers College at TERRE HAUTE

First Summer Term, June 16 - July 19

Second Summer Term, July 21 - August 22

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Director of Summer School
Terre Haute, Indiana

trance. Reflecting upon her singular distinction, Miss Guernsey said: "Just think. You have to choose your own class colors, your own flowers, be president, vice-president, secretary and treasurer of your class, and chairman and sole member of all the committees you care to appoint."

Wesleyan Supplies Third College Dean

With appointment of Dr. Harry L. Agard as dean of Williams College, the distinction comes to Wesleyan University, Middletown, Conn., of having given deans to three New England colleges, the others being Paul Nixon, at Bowdoin, and Dean-elect William G. Chanter, of Wesleyan. The last named will step up as successor to Dean Nicolson, who asked to be relieved with the close of the college year. Dr. Agard succeeds Dean Howes. Dean Nixon was the first Rhodes scholar appointed from Connecticut.

Program for Education Of Indians Is Proposed

Provision for a fifty-year program for training and emancipating Indians for independent citizenship is made in a bill introduced in the House of Representatives by Representative Sproul, of Sedan, Kansas. The bill would create a commission on Indian education composed of the Secretary of the Interior, as chairman ex-officio; the Secretary of Agriculture, the Secretary of Labor, the Commissioner of Indian Affairs, and the Commissioner of Education. This commission, according to the bill, would prepare a curriculum and course of teaching, study and training which would cause the Indians within a fifty-year period to become self-supporting independent citizens.

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BENNETT C. DOUGLASS
Director

Raccoon's Social Standing Rises in College Favor

The popularity of coon coats with college youths has raised the social status of the raccoon, according to the Natural Resources Department of the Canadian National Railways. The New Brunswick government has placed the raccoon among the aristocrats of fur-bearing animals by declaring a closed season. Along with the mink and the fox, the raccoon will enjoy a period of security from the snares of trappers who desire their hides for collegiate splendor.

Rapid Advances In American Education

American educators are studying in scientific and professional spirit the problems of our times, says the Federal Office of Education. They are shaking off the fetters of tradition. No longer do school boards send delegations abroad to bring back ideas for our democracy. No longer do we send our foremost scholars abroad to become authorities in Locke, Rousseau, Hegel, Froebel and Herbart. Our rapid advance in the sciences basic to education and our supremacy in mechanical lines open for us the road to world leadership in education.

Prefers Golf To Commencement

Miss Mary Elizabeth Ford, sixteen, would rather be a contender for a golf championship than a sweet girl graduate. She is missing high school commencement in Kansas City in order to compete in the trans-Mississippi women's event. Two brothers, father and mother are golfers of ability.

Song Publicizes Maine University

The popularity of the University of Maine's Stein Song has nearly doubled the number of requests for catalogues and descriptive matter of the institution, according to university authorities. They pointed out, however, that this would result in no increase in enrollment, since registration was limited.

Parent-Teacher Group Names New Officials

The National Congress of Parents and Teachers, at its thirty-fourth annual meeting in Denver, Colo., elected Mrs. Hugh Bradford, Sacramento, Cal. president, to succeed Mrs. S. M. N. Marrs, who has occupied that position since 1928. Seven vice-presidents were elected in order as follows: Mrs. B. F. Langworthy, Illinois; Mrs. Frederick M. Hosmer, New York; Mrs. J. Sherman Brown, Colorado; Mrs. Louis F. DeValliere, New Jersey; Miss Charl O. Williams, Washington, D. C.; Mrs. B. C. Hopkins, Iowa; Mrs. Herman Ferger, Tennessee. Mrs. E. Elmo Bollinger, Arizona, was elected secretary, and Mrs. B. L. Elliott, Oregon, treasurer. Mrs. Bradford said that her program would stress to the fullest extent the education of the parent. "Modern parents," she said, "understand as none of our ancestors have understood before, their responsibility toward their children. No child can be educated without the cooperation of father and mother, and not only are present-day conditions a re-adjustment of our mental attitudes, but the direction of our thought to quick decisions."

New Standard Asked In Stenographic Work

The standards of achievement in stenography must be critically overhauled to make classroom instruction and requirements correspond to the actual demands of business, the specialist in commercial education, J. O. Malott, stated at the United States Office of Education. Teachers do not know enough about the variations of clerical work involving stenography to adjust their course in proper proportion, hence in graduating their standards accordingly, Mr. Malott explained. Studies of measurements of achievement indicate, he said, that where individual school systems have fixed their own standards, their commercial students are not attaining them, and in a majority of reports the median achievement is below the alleged minimum standard of passing the course. In city and state courses the minimum number of words required per minute in typing to pass the first year course range from twenty to forty-five, even when allowances are made for the subtraction of penalties for errors. The general requirements for passing the second year vary from a minimum of thirty-five to sixty words typed per minute, while the desired number vary from thirty-five to eighty words, Mr. Malott said. Many city and state systems set up a standard for passing the course and then depart from it by graduating students whose achievements are far below the alleged requirement, Mr. Malott explained.

BOSTON PUBLIC SCHOOLS: Examinations for candidates for the Master's Degree in Education in The Graduate School of The Teachers College of the City of Boston will be held at The Teachers College, Huntington Avenue, near Longwood Avenue, on Friday, June 27 and on Saturday, June 28, beginning promptly at 9 o'clock A. M.

Only holders of an approved bachelor's degree may be admitted to the examinations.

For information in regard to eligibility requirements and subjects of examination apply to the Board of Examiners, 15 Beacon Street, Boston.

JOEL HATHEWAY,
Chief Examiner.

The BOOK TABLE

ENGLISH COMPOSITION. By May McKitrick and Marietta Hyde West, both of Cleveland. Cloth. 607 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

"English Composition" is an unusual text from many angles. Its insistence upon near perfection is refreshing. For instance: In reviewing all spelling words covering lessons of several months, one hundred words are to be written. If four words are misspelled the review is an entire failure. If three words are missed the paper is poor; if two words are missed the review is fair.

The lessons are attractive by many diversions. For example: "Some words are born under unusual circumstances. The word *sandwich,* for instance, is not very old. It came into the language less than two hundred years ago. Lord Sandwich of England, a lover of sport, invented this article of food that he might save time from his meals for gambling. *Meander* means 'to wander listlessly.' This word wandered from far away, a long time ago, from Greek, through Latin, into our language. It was originally the name of a river in Asia Minor proverbial for its windings. You would never guess that *assassin* originated in a religious movement. Would you believe that *dunce* comes from the name of a noted scholar?"

JOHN DEWEY.— The Man and His Philosophy. Addresses Delivered in New York in Celebrating His Seventieth Birthday. Cloth. 181 pages. Cambridge: Harvard University Press.

There has been no demonstration of affectionate appreciation of any school man now living quite comparable to the celebration of John Dewey's seventieth birthday, October 18 to 19, 1929, in New York City. There were 2300 friends at the luncheon on the 19th.

No phase of the celebration is more expressive than the fact that Harvard Graduate School and Harvard University Press publish this remarkable volume as testimony of their appreciation.

The volume opens with a highly appreciative foreword by Henry W. Holmes, dean of Harvard Graduate School. There is an account of the inauguration of the plan by Henry R. Linville, Introduction by William H. Kilpatrick. There are addresses by Ernest Carroll Moore, of University of California at Los Angeles, Jesse H. Newlon, Isaac L. Kandel, George H. Mead, Herbert W. Schneider, James R. Angell, Jane Addams, James Harvey Robinson, and the Response by John Dewey.

BORN A JEW. By Boris D. Bogan. In Collaboration with Alfred Segal. Cloth. 361 pages. New York: The Macmillan Company.

This vivid picture of Russia from the Nihilist bombs to Sovietism, with America's aid, philanthropic or Fordian, is as fascinating as any fiction, and reveals the Russian story of forty years as it has not been told elsewhere, as it could not be told by anyone not "born a Jew" in the heart of Moscow, whose boyhood was in the squalid Moscow Ghetto. By one who freed himself from fear of oppression, and joined whole-heartedly in the dangerous renaissance of national sentiment among Jewish youth in Russia, who dared emigration and became a part of the tragedy of unskilled labor in New York.

No one could tell the story of the Jewish character with its generosity, courage and social and financial traditions in Russia and otherwheres who had not raised himself to a position of prominence in Jewish social work and education in a city like Cincinnati, and served on the Jewish Joint Distribution Committee in carrying relief to the Jews of Russia and Poland.

Nowhere else can one find so comprehensive, reliable, attractive a story of Russia, Poland and Jewish character under various circumstances as in "Born a Jew," by Boris D. Bogan.

We tried to say something about the book for a month, but we could say nothing till we actually read "Born a Jew," and then we were so infatuated with it that to write adequately is impossible. We have seen no book this year that has meant as much to us as does this story of social, economic, religious experiences of a nation and a traditional race.

THE SCIENCE OF EVERYDAY LIFE. By Edgar F. Vanbuskirk, Stephens' College, Columbia, Missouri; Edith Lillian Smith, Boston; assisted by Walter L. Nourse, Los Angeles. Cloth. Illustrated. 620 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

It is a joy to be alive when books like "The Science of Everyday Life" are published. It is as far above and beyond a school book for the eighth grade of ten years ago as Lindbergh is above Samuel P. Longley.

The authors realize that an eighth grade boy may be as intelligently interested in the weather and high-tension transcontinental hydro electric power as a university student was twenty years ago.

The world moves and youths move in a geometric speed ratio instead of in the old education arithmetical ratio in education.

THE STUDENT'S HISTORY OF PRINTING. By Merritt Way Haynes. Cloth. Illustrated. 118 pages. 370 Seventh Avenue, New York: McGraw-Hill Book Company, Inc.

The story of printing is one of the best ways to trace the development of modern civilization, and this book of Haynes' is the best account of the creation of the art of printing. It ranges from paperless printing, six thousand years ago, in Babylon, to corn-stalk paper making and printing in Kalamazoo, Michigan, in December, 1928.

This is more vital history than the art of war which children are made to learn. This is really wonderful, as, indeed, are all of the McGraw-Hill "Vocational Texts."

AMERICAN HISTORY WORK BOOK. Section One and Section Two. By Thomas M. Marshall, Washington University, St. Louis, and Edgar Bruce Wesley, High School, University City, Missouri. New York: The Macmillan Company.

These two sections of American History Work Book that can be used with any text are especially adapted to Marshall's American History, which is exceptionally wise in dealing with issues that often cause sectional or nationalistic prejudices.

Books Received

"American History Workbook," Books One and Two. By T. M. Marshall and Edgar B. Wesley. New York City: The Macmillan Company.

"Principles of Guidance." By Arthur J. Jones. New York City: McGraw-Hill Book Company.

"Pupil Activity English Series," Book 8. By T. J. Kirby and M. F. Carpenter. New York City: Harcourt, Brace and Company.

"Music in the Junior High School." By J. W. Beattie, O. McConathy, R. V. Morgan. New York City: Silver, Burdett and Company.

"Boys and Girls at School." By Margaret L. White and Alice Hanthorn. New York City: American Book Company.

"Basketball for Coaches and Players." By George F. Veenker. New York City: A. S. Barnes and Company.

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GRINS BETWEEN GRINDS

Had Reason for Anger

"Sambo, where you all gwine in such a rage?"

"Ah's a gwine to git that doctah what sewed up my operation with white thread."—Iowa Green Gander.

Reward for Telling Lies

Reproving Aunt (aboard train): "Billy, do you know what happens to little boys who tell lies?"

Billy: "Sure, they ride for half-fare."—Chicago Tribune.

Handicapped

Teacher: "Children, be diligent and steadfast, and you will succeed. Take the case of George Washington. Do you remember my telling you of the great difficulty he had to contend with?"

Bright Pupil: "Yes, ma'am, he could not tell a lie." — Vancouver Province.

Rhetoric Is Important

The teacher's thoughts were far away, but when he heard the boy read: "Here's a warm doughnut; tread on it," he thought there was some mistake. Glancing at the book, he saw: "Here is a worm; do not tread on it."—Montreal Star.

A Steady Worker

Farmer Haye: "That Jones boy who used to work for you wants me to give him a job. Is he steady?"

Farmer Seede: "Well, if he was any steadier, he'd be motionless."—Union Pacific Magazine.

Knew the Game

Inmate of Insane Asylum: "You're new around here. Who are you?"

New Superintendent: "I'm the superintendent."

Inmate: "Well, you won't be long. I was Napoleon when I first came."

So That's It

Judge: "So your name is Muggleworth?"

Applicant: "Yes, Your Honor."

Judge: "And you want the court to change it to Pullman. Now just tell me what you want it changed for."

Applicant: "Well, your Honor, to tell the truth, it was my wife's idea. She got to thinking that we ought to have the same name that is on our towels."

His Excuse

A diplomatic attache found his work in arrears, owing to his endless social engagements. Finally he resolved to cut them all out until he was clear.

That very day a French lady of great charm insisted that he attend her small dinner that night.

"No, madame, I am very sorry, I can have no more social engagements. I have burned my bridges behind me."

"Ah, monsieur, I am so sorry! But I could lend you a pair of Henri's, no?" —Locomotive Engineers' Journal.

No Security

Customer: " I want to pay cash for this car."

Salesman: "Yes, sir. But it's so unusual that I'm afraid you'll have to give us a reference or two."—Pathfinder.

By Birth?

"What is your religion?" the recruit was asked.

Promptly and smartly came the answer, "Militia, sir."

"No, no, I said 'religion.'"

"Oh, 'religion,' sir, I beg your pardon. I'm a plumber."

Timely But Not Unkindly

Teacher—"Who is the smartest man living?"

Pupil—"Thomas A. Edison. He invented the phonograph and the radio so people would stay up all night and use his electric light globes." — The Seater.

They were discussing the education of their children. "What's your boy going to be when he finishes at college?" asked one.

"An octogenarian, I fear," the other replied.

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Poise of Religious Faith

By Dr. Albert C. Dieffenbach

Editorial in The Christian Register, Boston, May 15, 1930.

One reads a tribute to a man who has filled a hard post with distinction and wonders about that man's religion. We note the passing of Joseph F. Tebeau, assistant to the managing editor of The Times, New York. In both news and editorial columns of that paper there is warm and tender tribute. As his qualities unfold, we quicken and wish to be like this editor, whose daily round was exacting on nerves and temper. It is stated he was a Catholic, and his funeral was held in his parish church. That is an intimation. What is it that makes this mother of all the Christian churches a power over the faculties of a person, bringing him not so much into submission as into decorous order and peaceful conduct?

One can give but a partial answer, but faith is the basic word, faith in the everlasting yea of human life and the power within that life.

Mr. Tebeau passed suddenly, even as his daily routine was a swift succession of important decisions upon an infinite variety of details—difficult problems among many co-workers which only a daily journalist can understand.

To do his job he had to have a stabilizer; we believe he got it from his church. A colleague who was with him in his working hours says editorially: "Everybody knew that he could be absolutely depended upon in every emergency, and would bring a wise and experienced judgment to bear upon each question laid before him. He was never shaken from his perfect poise, was never flurried or excited, and made instant decisions, as the need arose, with a calm spirit and a certainty of doing justice to every matter and every person concerned. He will be the more mourned as the passing days remind those who worked with him of their need of such a staunch and capable friend to whom to turn in every time of stress or doubt." Religion and the Church are in the world fundamentally for nurturing these holy attributes.

Ten Counts Against Cigarettes

By Joy Elmer Morgan,

Editor, N. E. A. Journal.

It is costly. The people of the United States spend more for tobacco than for their marvelous free public schools.

It is wasteful. One who begins at twenty to spend $2.50 a week on tobacco would save $25,000 by the time he reached sixty-five were he to invest his money at six per cent. compound interest.

It is a negative influence. It leads young people into careless company.

It breaks down ideals. It is helping to reduce our American standard of womanhood to the lower levels of less advanced countries.

It is money-mad. Cigarette makers have had to be restrained by the government from publishing untrue statements in our newspapers and magazines.

It is selfish. Cigarette makers are using the powerful art of psychology to spread the habit among ignorant and helpless peoples, throughout the world.

It is unsafe. It causes fires, accidents, and gasoline explosions.

It is especially bad for indoor workers whose supply of fresh air, sunshine, and exercise is often limited.

It causes failure. It slowly destroys that small margin of superior excellence required by the exacting conditions of today's life.

It is the enemy of progress. It eats up the surplus of money and health—that small but all-important margin that carries one man or one race beyond another.

Baltimore Pioneering in Hearing-Conservation Class

The Division of Special Education of the Baltimore schools has recently established a hearing conservation class, one of the first, if not the first of its kind, to be established in this country. In this class the attempt will be made to develop and conserve residual hearing of seriously hypacoustic children by means of lip and speech reading, speech development and the use of amplifiers. The children will be aided in the preparation of their assignments in the hearing conservation class, and will recite with normal hearing children. This class is the outcome of recommendations made over fifteen years ago by the Director of the Division, which have not been possible of realization until the Superintendent of Schools in Baltimore became interested in the problem. The experiment will be followed with interest by the large group of workers interested in the salvaging of handicapped children.

The Right Road to Failure

By Sam Ellis

Be afraid;
Exaggerate;
Be sarcastic;
Be a glutton;
Be conceited;
Scorn advice;
Procrastinate;
Be indifferent;
Praise no one;
Be a pessimist;
Repeat rumors;
Ridicule others;
Break promises;
Refuse to learn;
Travel the ruts;
Keep late hours;
Neglect your health;
Evade responsibility;
Be a chronic grouch;
Work without a plan;
Always have an excuse;
Do as little as possible;
Be a chronic borrower;
Think that you will fail;
Give your temper full play;
Spend more than you make;
Blame your errors on others;
Insist that you are always right;
Refuse to undertake a new task;
Neglect to cultivate your memory;
Knock everybody and everything;
Refuse to co-operate with your associates;
Try to make your associates afraid of you;
Be careless of your reputation for truthfulness;
Tie your job up with unnecessary red tape and detail;
Believe that the boss cannot get along without you.

—Exchange.

Difficulties

Difficulties are thorns in the side of progress and stones in the path of ambition.

They keep some men poor, the men who lack the vision and understanding to overcome them.

To other men, difficulties are the steps on which they build their way to success.

Meet difficulty, but do not accept its incumbrances. Recognize difficulty, for the way to produce a remedy is to find the trouble. First the diagnosis, then the treatment and possibly the cure. Because you have opposition is no sign you cannot go ahead. There are usually a dozen ways around every difficulty. Some one way will serve your particular need, provided you use your brain.

The men who are stopped by difficulty are legion. The reason they are stopped is because they do not have the energy or the brains to figure a way out of their difficulties.

Picture the primitive brain thousands of years ago, the primitive brain that started to reach out into the vastnesses of space and to observe beyond its immediate surroundings. That thinking started progress moving faster.

Difficulties are the shadows; thought the sunshine.—Exchange.

Meetings To Be Held

JUNE

23-27: American Federation of Teachers, Sec. F. C. Hanson, 506 South Wabash, Chicago, Illinois; Memphis, Tenn.

23-28: American Library Association, Sec. Carl H. Milam, 520 N. Michigan Avenue, Chicago, Illinois; Los Angeles, Calif.

23-28: Association of American Library Schools, I. K. Rhodes, Columbia University School of Library Service, New York City; Los Angeles, Calif.

23-27: National Association of State Librarians, I. A. Watts, Legislative Reference Bureau, Harrisburg, Penn.; Los Angeles, Calif.

23-26: National Catholic Educational Association, Rev. G. Johnson, 1312 Massachusetts Avenue, N. W., Washington, D. C.; New Orleans, Louisiana.

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